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After 8?

A Guide for Grade 8 Students and Their Parents

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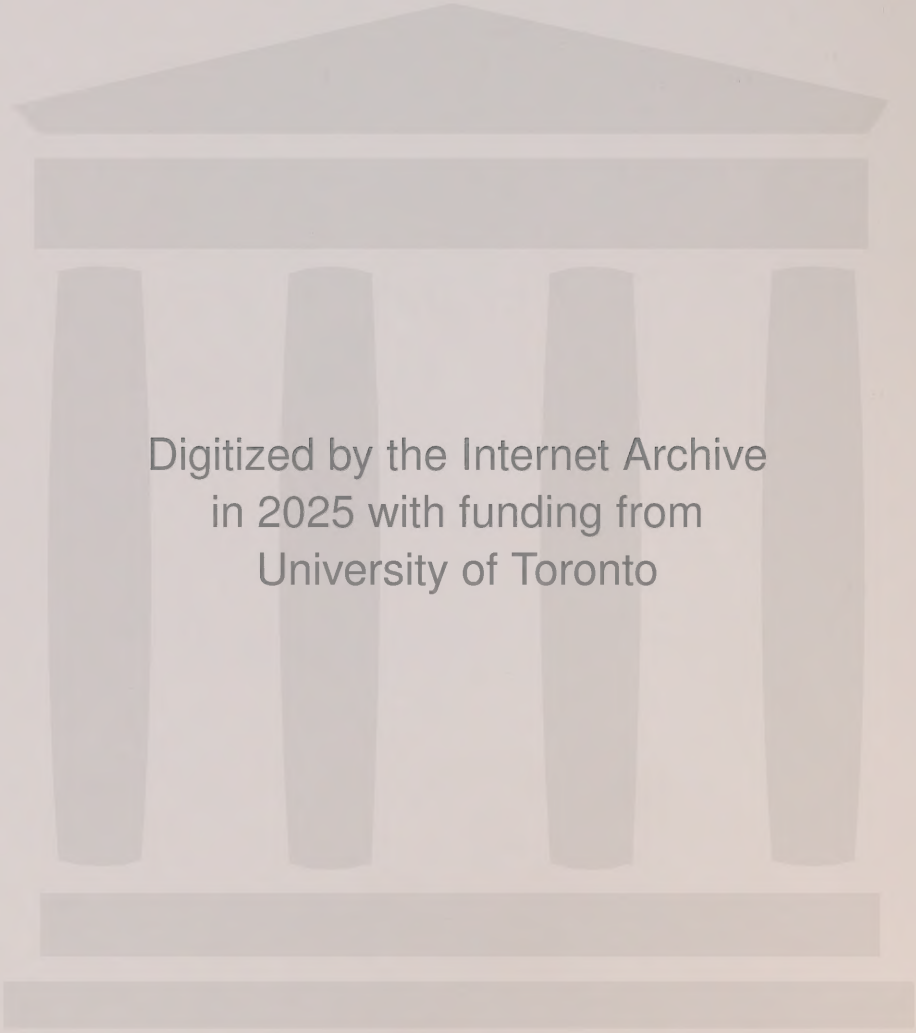
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A Guide for Grade 8 Students and Their Parents

Note to Students

As a Grade 8 student, you are nearing the end of one part of your school life and ready to start another. You may feel excited and yet a little anxious about this new experience. This booklet is for you! It contains general information and activities to help you prepare for some of the important decisions you will have to make. You may work through this booklet on your own or with the help and support of your parents, teachers, or guidance counsellor.

Enjoy planning your next educational step!

Note to Parents, Counsellors, and Teachers

This booklet contains a summary of the general information necessary to plan a secondary school program. The information reflects the changes outlined in the document *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/ OACs): Program and Diploma Requirements, 1984* (OSIS).

A number of activities have been provided, including a personal survey, a career-knowledge test, and some educational-planning worksheets. It may be useful for students to complete some of these activities as a group and some individually. It is hoped that the activities, the information, and the discussions will serve to reassure students about the challenging opportunities that lie ahead.

Introduction

The educational system in secondary schools is changing in order to better prepare students for employment or for further education. This booklet outlines useful information about secondary education as well as the requirements for earning a diploma. The requirements apply to all students who will begin secondary school programs in September 1987.

The system you will enter is based upon earning credits and is, therefore, called a credit system. Your first impression of the credit system may be that you have many courses from which to choose and you may wonder which ones are right for you. *The credit system will allow you to find courses suited to your abilities, interests, and personal goals.* Since you are an individual, different from all other individuals in your class, your program may not be exactly the same as anyone else's. You should examine carefully the information provided so that you can get an understanding of how to select a program suitable for you. Study it with your parents and then discuss it with the teachers and guidance counsellor at your school. They can give you some suggestions about your potential as it shows up on your report cards and your Ontario Student Record. (By the way, you and your parents can see your Ontario Student Record on request.) You should also try to take into account other types of information about yourself. For example, you might make a list of what you read, draw, watch on television, or talk about with your friends. This personal information can help you and your advisors explore a wide range of ideas and then narrow the selection of courses.

Your teachers and counsellor may also want to know what plans you have for your future. It is possible that you already have a clear idea of the goals you want to reach. In that case you should ask a guidance counsellor for help in finding out the entrance requirements for whatever field you have chosen or you might check the requirements through SGIS. The entrance requirements will determine many of the courses you should take, but you would be wise to consider taking some courses that will introduce you to new interests and skills.

It is more probable, however, that you haven't quite decided on what you want to do. In that case you will find that secondary school – particularly Grades 9 and 10 – will give you an opportunity to explore new fields, to find out what you like and are good at and perhaps also what you do not like. Remember that everything you learn adds to what you are as a person; don't be afraid of entering new fields of study. If you have tried a variety of courses, you may find it easier to choose a suitable program, later.

You should not make hasty decisions, so it would be wise to leave your options open. One way of closing yourself in is by dropping subjects, especially mathematics and science, that you might need for entry to a postsecondary institution. You can, of course, come back and pick up the extra course(s) later, but, when you are older, you might not like having to delay the next step in your education while you do so.

You should choose courses that offer the best opportunity to explore your personal interests, leave you free to make decisions later, and provide skills useful in an occupation.

There are, as well, some aspects of education that are necessary for living in our modern world. For example:

- Daily living requires a basic grasp of English, mathematics, and the sciences.
- Living in the information age will require that you know how to use computers and understand how high technology will affect your life.
- French is becoming increasingly important in Canada.
- Physical fitness is important; in fact, if you are healthy and active, you will perform better academically.
- The increased leisure time of today's world suggests a need for preparation in the arts and creative hobbies.

Your secondary school can provide courses that will help you develop in all of these areas. In most cases "your secondary school" will be the one nearest to you. In a few parts of the province, however, you may have some choice of schools. While you are still in Grade 8, ask your principal whether your area has any schools that specialize in business or technological studies or any alternative schools such as a school for the arts.

Some secondary schools may also have devised special combinations of courses called "packages"; for example, business studies, technological studies, languages, the arts, and studies with an academic focus. Packages related to your community, such as forestry, mining, tourism, agriculture, manufacturing, or business, may also be available.

Your guidance counsellor can help you decide whether these packages might be of interest to you. In all schools, however, you will have enough choice to plan a program that is right for you. Good planning is based on accurate and up-to-date information. You will need to gather information about the educational system and also about yourself. The next two pages are designed to help you do this.

Student Activity: Look at Yourself

Your favourite school subjects:

_____

_____

Subjects in which you earned your highest marks:

_____

_____

School activities you enjoy:

_____

_____

School activities you find difficult:

_____

_____

One goal you would like to reach:

A. in this school year

_____

B. in 3 years

_____

C. in 5 years

_____

D. in 10 years

_____

Examine the following leisure activities; check 4 or 5 that interest you and, if you are willing, tell why you like them:

_____ using tools
_____ reading
_____ building
_____ drawing
_____ working with your hands
_____ working with people
_____ making speeches
_____ writing
_____ helping others
_____ doing new things all the time
_____ being outdoors
_____ being around animals
_____ taking motors and mechanical things apart
_____ listening to music, singing, or playing an instrument
_____ using a computer

Other:

_____

_____

The following activities and conditions are often considered in choosing an occupation. Rank the items in each column in order of their importance to you. Ask your teacher for help if something is not clear.

Activities
(Rank 1-10)

_____ assembling and repairing things
_____ selling and persuading
_____ doing things that are repeated regularly
_____ helping other people
_____ doing scientific (including natural science) and technical work
_____ analysing information
_____ presenting new ideas
_____ doing imaginative, abstract, and creative work
_____ working with machines and equipment
_____ creating, processing, and distributing information
_____ constructing something from different materials

Conditions
(Rank 1-10)

_____ salary
_____ working conditions
_____ job satisfaction
_____ opportunity for promotion
_____ challenge
_____ opportunity for relocation
_____ independence
_____ variety of tasks on the job
_____ earning the respect of fellow workers
_____ achieving recognition or fame

On the basis of the previous rankings, list occupations that interest you (use the SGIS lists of occupations if you need help):

_____

_____

_____

Reasons why you think these occupations might suit you:

_____

_____

_____

_____

Occupations that you would *not* enjoy:

_____

_____

_____

Today's Secondary Schools

The new diploma requirements allow you to choose a secondary school program that is suitable for you and your future. Because there is some choice, you may be worried about choosing the right courses. You will soon find, however, that the variety of courses available is an advantage. Keep in mind goals such as pursuing a specific occupation or a particular interest or finding out more about yourself. Ask many people for advice. First of all, however, you should know something about the credit system and the kinds of programs that are available.

What Is a Credit?

One of the most frequently used words in secondary schools is "credit". One credit is given when you have successfully completed a course for which at least 110 hours of class time have been scheduled. Although that sounds like many hours, you will find that, in a traditional school, it works out to the amount of time spent taking one course for the whole school year. In a semestered school, which has longer periods each day, this can be accomplished in one-half of a school year.

You may also earn partial credits if you are successful in courses of less than 110 hours. For example, you could earn a 1/4 credit for 30 hours of instruction or a 1/2 credit for 60 hours.

What Is a Semestered School?

A growing number of secondary schools organize courses on a half-year basis. In some schools this will allow you to study fewer subjects (normally four) in longer class periods (75 to 80 minutes) during the first half of the school year. In the second half of the year, you will take four other courses, so that you will complete the usual eight courses in Grade 9. Since there are many variations in the way schools organize their programs, you should read your secondary school calendar carefully.

What Are the Levels of Difficulty?

Courses in secondary schools may be offered at several different levels of difficulty. For example, English/français may be offered at the advanced, general, or basic level.

The general characteristics of the three levels of difficulty may be described as follows:

basic level – focuses on the development of personal skills, the ability to get along with others, the building of self-confidence, and preparation for the world of work;

general level – focuses on preparation for employment or further education in colleges and other non-university postsecondary institutions;

advanced level – focuses on the development of academic skills and preparation for entry to university or to certain programs offered in colleges.

Be sure to read carefully the specific descriptions of the course levels available in your secondary school. You will be asked to choose which level best suits your interests and abilities. Remember, you do not have to take all of your courses at the same level. This allows you to try challenging work in some subjects and to improve your skills in other subjects.

Sometimes, students overestimate or underestimate their abilities and choose unsuitable levels. Your classroom teacher and guidance counsellor can advise you on the best levels for you.

What Is the Ontario Secondary School Diploma (OSSD)?
In order to earn an Ontario Secondary School Diploma, a student commencing a secondary school program on or after September 1, 1985, must earn a minimum of 30 credits, including the following 16 compulsory credits:

- 5 credits in English/français (including at least 2 in the Senior Division)
- 2 credits in mathematics
- 2 credits in science
- 1 credit in Canadian geography
- 1 credit in Canadian history
- 1 credit in French as a second language/anglais
- 1 additional credit in the social sciences (Senior Division)
- 1 credit in the arts
- 1 credit in physical and health education
- 1 credit in business studies or technological studies

and

- 14 elective credits selected from available courses

This variety of compulsory credits gives you the opportunity to explore many subject areas and provides a foundation for further education. Later in your secondary school program you may decide to specialize in such areas as business studies, languages, mathematics and sciences, the arts, technological studies, or social sciences.

Some students may be unable to complete the compulsory credits because of physical limitations, learning disabilities, or other serious difficulties. In such cases, the secondary school principal may permit substitutions in the compulsory subjects so that these students may earn their diploma.

What Is the Certificate of Education?
A student who decides to leave school before earning the OSSD may request the Certificate of Education if he or she has earned a minimum of 14 credits which must include the following 6 compulsory credits:

- 2 credits in English/français
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian geography or Canadian history
- 1 credit in physical and health education

What Are the Ontario Academic Courses (OACs)?
You may wonder why Grade 13 has not been mentioned. Although most students who are presently in secondary school and wish to go to university will continue to work towards completing Grade 13, students commencing secondary school in 1985 or later will not complete Grade 13. Under the new diploma requirements, Grade 13 courses are referred to as Ontario Academic Courses (OACs). When you have successfully completed 6 OACs, you may be eligible for university admission. You may choose two ways to complete your secondary school education:

1. You may earn your OSSD and then complete 6 OACs.
2. You may include 6 OACs in the 30 or more credits you earn to complete your OSSD. This requires very careful planning.

You should be aware that completion of your secondary school program could take 4, 4½, or 5 years. Most students will likely take 5 years to complete the OSSD and university-entrance requirements. Remember that the OACs may count towards the 30 credits required for the OSSD.

In any case, if you are intending to take the OACs, you should begin to plan early in your secondary school career. First, you should take as many credits at the advanced level as you can to prepare for entry to the OACs. Second, since many postsecondary institutions will require that specific OACs be completed, special care in selection is needed to ensure that you will meet admission requirements. *You would be wise to find out about these requirements so that you will not cut yourself off from a field of study that might interest you.*

Can I Work as Soon as I Graduate?
Perhaps you are eager to start working in a trade, business, or industry as soon as you finish secondary school. Even if you are absolutely sure of what you want, it is a good idea to leave some options open: that is, while you are in school explore as many courses as you can. You can build on these later if you decide to improve your qualifications in the field you have entered or if you choose a different direction.

A good way to begin your planning is by reading your local secondary school course calendar. This is a booklet which describes all of the courses offered at the school. You can use it to identify courses that provide you with marketable skills – that is, skills useful on the job. All courses offer opportunities to develop your reading, speaking, and writing skills. Without these skills, your chances of employment are very limited. Certain courses designed to build marketable skills will be listed under the heading "Technological and Business Studies". When a student has gained a minimum of 8 credits in either business studies or technological studies, the Ontario Student Transcript will show this concentration of courses. The calendar may outline other opportunities that are open to you which prepare you for entering work as soon as you graduate. You should also consider the possibility that there may not be enough jobs for all who want to work. If you need more information, a teacher or guidance counsellor may be able to help.

What Are Basic Level Programs?
Some schools offer a variety of courses at the basic level. These courses prepare you for employment. A basic level program includes many courses designed to develop your skills in service, trade, business, and other practical fields.

Often, basic level courses are grouped together as "packages" and combine training in school with experience on the job. You will find more information about these work-experience programs in a subsequent section of this booklet.

You may be interested to know that some subjects associated with occupations such as cook, baker, hairdresser, and appliance repair technician are included in the "Linkage" program. Although opportunities in certain areas of apprenticeship may be limited, many of the students who complete basic level programs that prepare them for employment are successful in finding a job directly after graduation.

What Are Technological Studies?
Technological studies in secondary schools may prepare you for postsecondary studies or for work and further training in industry following graduation. Some technological courses provide an overview of a broad subject field; they will help you plan your future education and also satisfy a general interest in a particular technical area. If you are thinking about becoming a technician or technologist through postsecondary education, you may take courses in technological studies related to your field of interest. In addition to acquiring basic skills and knowledge, you will have opportunities to gain practical experiences that test your aptitudes in a particular field of technology. Other technological courses can provide apprenticeship or modular training credits towards further training in industry. You should be aware that many postsecondary technician or technologist courses require credits in mathematics and science for admission.

Under the Credit Training Program, commonly called "Linkage", you can receive recognition for purposes of trade certification by successfully completing particular courses. The program includes such occupations as general machinist, industrial millwright, construction millwright, baker, cook, hairstylist, retail meat cutter, major appliance repair technician, motor vehicle mechanic, and auto body repairer.

What Are Business Studies?
Business studies may lead either to a job or to postsecondary programs following graduation. Studies in this area are beneficial for their application on the job and in everyday living. In addition, they are excellent academic preparation for university and college courses.

Since there are many different career opportunities in business, different educational paths should be followed to these careers. However, the trend is for people to acquire not only a specific business background but also a broad understanding of the business world. Credit courses in business studies should assist you in acquiring not only full-time employment upon graduation, but also part-time employment while still in school. There are many interesting and challenging courses for you to consider within business studies. You should consult your secondary school course calendar to find out what business courses are available.

What Is Co-operative Education?
You can earn credit for courses in a wide variety of ways. One novel and exciting way of learning is to combine your learning at school with learning on the job. Courses that allow you to do that are listed in school calendars under co-operative education. In a co-operative education course you spend up to two-thirds of the course outside the school, in work related to your school course. These outside experiences vary considerably and may consist of a job in industry, in a store, in a community social service, or in any number of other fields. The experience is carefully chosen for its relevance to the courses you are taking at school and is planned to add knowledge and skills, which in turn contribute to the earning of a credit. The out-of-school learning should be co-operatively planned by the teacher and the work supervisor. Your teacher is responsible for monitoring and evaluating the out-of-school component and delivering the in-school component. Through co-operative education you can acquire the skills and knowledge you will need to succeed in a job and, through your active participation in a program outside the school, you will have a clearer understanding of the world of business and industry.

What Is Work-Experience Training?
You have probably noticed the term "work experience" in this booklet. It has become an important part of many secondary school courses. If you enrol in a course that includes work experience, you will spend one or two weeks during the school year in business or industry. Your job will be chosen for its relevance to your course. This arrangement will give you an opportunity to experience first-hand how the work you have been doing at school applies to a particular type of job. You may also become aware of the attitudes and skills preferred by employers.

If I Leave School, Can I Come Back Again?
The answer to that question is "yes". While no one will advise you to leave school (and it is usually better not to), some people have left school and returned at a later date after spending time working or travelling. Although it is sometimes difficult after an absence to fit into a regular schedule of classes, returning students often find that their time away has helped them to understand better the purpose of education. Often they return more interested and motivated than they would otherwise have been.

Attendance regulations now allow parents to apply for early school-leaving for children aged fourteen or fifteen. In such cases students are required to carry on a program prescribed by the Supervised Alternative Learning Committee. Further information is available from principals or guidance counsellors.

Many students think that, once they finish school and start to work, their formal education is over. You should understand, however, that the changing demands of society and the influence of new technology may mean that most people will return to school for retraining 4 or 5 or more times during their working lives.

Alternatives and Variations

What Educational Possibilities Exist Outside the Regular Secondary School?
You and your parents should be aware that a number of alternatives to regular secondary school are available. Some of these alternatives are combined with regular programs, while others are substitutes. All provide recognized credit courses. While you may not need the following information immediately, it may prove generally helpful in planning for the years ahead.

Alternative Schools
Some school boards offer alternative approaches to learning. These may involve flexible school hours, smaller classes, the use of community resources, or other special features. Local school boards or secondary schools can provide further information.

Independent Learning (Correspondence)
Correspondence courses are provided free of charge by the Ministry of Education to eligible Ontario residents through the Independent Learning Centre. Senior students attending a secondary school may enrol in such courses, with their principal's permission. These courses, which may be started at any time of the year, are ideal for persons who are able to *work independently* and want to *learn at their own speed.* Further information is available from:

Independent Learning Centre
Ministry of Education
909 Yonge Street
Toronto, Ontario M4W 3G2
Telephone: (416) 965-2657
Toll-free: 1-800-268-7065

Night School
Night school is intended to provide adult students with opportunities for continuing their education. Day students who wish to add to or to enrich their daytime program may enrol in night school under certain conditions.

This approach may not be suitable for all students. The responsibility to learn and study is placed on the student, and there is less direct pressure to perform than there is in day school. It is assumed that the adult student is there because he or she wants to learn.

In addition to credit courses many night schools offer attractive non-credit courses for personal interest or enrichment. Some secondary school students pursue hobbies through such courses. However, a student with a full day-school program should be cautious about assuming additional studies. Local school boards or secondary schools can provide further information.

Summer School
Summer-school courses were originally set up to enable students to repeat subjects required for promotion to the next grade. These programs have now been expanded to include diploma-credit, personal-interest, and recreational courses. It is possible to accumulate credits at a summer school in order to complete the requirements for the OSSD. Ideally, summer study programs should be carefully discussed with school personnel. Local school boards or secondary schools can provide further information.

Private Schools
There are over 500 private schools in Ontario. They are supported solely by student fees and financial endowments from private individuals and firms. Many offer programs leading to the OSSD. Any school intending to grant diploma credits has to request inspection by the Ministry of Education.

Some private schools are residential; others enrol day students only. The costs can be high, especially for residential schools.

Private schools vary in style and emphasis. Some stress strict discipline; others lean towards free expression. Sports, the creative arts, or religion may be emphasized to differing degrees, depending on the school. A list of private schools is available from:

Ministry of Education
Communication Services Branch
Queen's Park
Mowat Block, 14th Floor
Toronto, Ontario M7A 1L2
Telephone: (416) 965-6407

What About Credits for Older Students?
Credits are often granted to mature students in recognition of experience gained outside the school – jobs held or courses taken, for example. To qualify as a mature student, an adult must have been absent from school for at least one year. Further information is available from school boards and from guidance offices in secondary schools.

Student Activity: Check Your Educational-Planning Knowledge

Facts and Figures

1. A credit is earned when a student successfully completes a course for which a minimum of _____ hours has been scheduled.
2. A ½ credit can be earned after completing _____ hours in a course.
3. In order to earn an OSSD, a student must successfully complete at least _____ credits.
4. In order to qualify for university, a student must complete _____ OACs.
5. Name the courses that are compulsory for an OSSD.

_____
_____
_____
_____
_____
_____
_____
_____

6. In secondary schools, courses may be offered at the _____, _____, and _____ levels of difficulty.
7. List two ways of earning credits in secondary school other than through daytime programs.

_____
_____

8. Secondary school courses are designed to help you prepare for _____ or for _____.
9. Name two skills that prepare you for future employment.

_____
_____

10. What do these letters mean?

OAC _____

OSSD _____

SGIS _____

11. Explain the following terms briefly:
- Certificate of Education
- business studies
- partial credit
- technological studies
- work experience
- co-operative education
- supervised alternative learning
- apprenticeship
- Credit Training Program (Linkage)
- Independent Learning Centre

What Do You Think?

1. What are some important clues that can be used to help you in choosing your courses?

2. What might happen if you listen to your friends' advice when choosing your courses?

3. Who are the people who can best help you choose?

4. What is meant by the word "success"?

5. Why are some people more successful at school than others?

6. All subjects help to develop your knowledge, interest, talent, and training. Consider the following occupations and identify the school subjects which might offer special preparation for them.

Occupation	*School Subject(s)*
antique dealer	
apple grower	
author	
banker	
ceramics engineer	
child care worker	
construction worker	
chef	
dietician	
firefighter	
funeral director	
garbage collector	
lawyer	
recreation director	
real estate broker	
laboratory technician	
musician	
translator	
travel counsellor	
telecommunications technician	
robotics technician	
urban planner	

Postsecondary Education in Ontario — Apprenticeship, College, or University?

You are probably more concerned about starting secondary school than you are about what to do *after* secondary school. *But, you should know about the programs available after secondary school so that you can pick the right secondary school courses at the right level to prepare you for them.* If you don't pick the right secondary school courses, you might have problems later on. For instance, if you don't take enough science courses, you may not be able to get into a university medical program or a college technology program.

So ... here's some information you should have.

After secondary school, you should work towards an apprenticeship certificate, a college diploma, or a university degree. Any one of them can start you on a worthwhile and rewarding career. *Your goal should be to find the one that is right for you, the one that allows you to develop your potential to the fullest.*

The following section summarizes the choices available to you. It would be a good idea to go over this section with your parents and then perhaps talk to a teacher or guidance counsellor about it.

Ontario's universities, colleges of applied arts and technology, private vocational schools, and apprenticeship programs offer students a wide range of learning opportunities.

Apprenticeship programs are for people who want to work in skilled technical occupations. Apprentices train in the workplace under the direction of qualified tradespeople. Apprentices also receive classroom instruction, usually at a college of applied arts and technology.

Ontario's 22 colleges of applied arts and technology also prepare people for skilled technical occupations – only in a college rather than a workplace. Business and industry work closely with colleges to make sure programs are up to date and meet the needs of the work force.

Some university programs, like law and medicine, prepare students for specific occupations; others, like liberal arts, prepare students for a variety of occupations.

Registered private vocational schools in Ontario are privately owned and operated schools which offer a variety of courses that provide students with the skills and practical knowledge necessary for employment.

The following chart shows you the location of some postsecondary education facilities. If you would like additional information about these institutions, ask your guidance counsellor.

Postsecondary Education Facilities*

Location	*Apprenticeship†*	*Colleges*	*Universities and Other Institutions*
Barrie	•	Georgian	
Belleville	•	Loyalist	
Brantford	•		
Brockville	•	St. Lawrence	
Chatham	•	St. Clair	
Cornwall	•	St. Lawrence	
Guelph			Guelph
Hamilton	•	Mohawk	McMaster
Hearst			Hearst
Kenora	•		
Kingston	•	St. Lawrence	Queen's Royal Military College
Kitchener		Conestoga	
London	•	Fanshawe	Western
North Bay	•	Canadore	Nipissing
North York (Toronto)		Seneca	
Oakville	•	Sheridan	
Oshawa	•	Durham	
Ottawa	•	Algonquin	Carleton Ottawa
Owen Sound	•		
Pembroke	•		
Peterborough	•	Sir Sandford Fleming	Trent
St. Catharines	•		Brock
Sarnia	•	Lambton	
Sault Ste. Marie	•	Sault	Algoma
Scarborough (Toronto)		Centennial	
South Porcupine		Northern	
Sudbury	•	Cambrian	Laurentian
Thunder Bay	•	Confederation	Lakehead
Timmins	•		
Toronto	•	George Brown Humber	Toronto York Ontario College of Art Ryerson Polytechnical Institute
Waterloo	•		Waterloo Wilfrid Laurier
Welland		Niagara	
Windsor	•	St. Clair	Windsor

*Only main campuses are listed here. Some institutions have other campuses.

†Regional offices of the Ministry of Skills Development.

What Is Apprenticeship?
Apprenticeship is a system of on-the-job training.

Both the person who is learning and the employer benefit from an apprenticeship. The apprentice becomes a journeyman,* with skills that can provide him or her with a rewarding career. The employer gains a skilled worker who can help the company succeed.

Apprenticeship is a proven way to learn. It has a long tradition, and it's more important today than ever before in preparing for the job market. Canadian journeymen, trained through apprenticeship, have been part of the teams that created:

– the space arm on the US shuttle craft;
– the CN Tower, the world's tallest free-standing structure;
– the Urban Transportation Development Corporation train.

Journeymen, trained through apprenticeship, also bake your bread, fix your car, build your home, and print what you are reading now.

Apprentices learn these skills by doing. They spend two to five years learning their trade. About 10 per cent of the time is spent at a college of applied arts and technology.

Upon successful completion of the training period, an apprentice is eligible to receive a Certificate of Apprenticeship and, depending on the trade, a Certificate of Qualification.

In Ontario, industry, labour, and government work together to provide apprenticeship training for those who wish to pursue a career in the skilled trades. *To become an apprentice, you first have to find an employer willing to hire and train you. You must then be registered by the Ministry of Skills Development.*

Admission to an Apprenticeship Program
In most trades, the minimum educational requirement is Grade 10. However, employers and unions may insist that applicants have completed the OSSD as well as courses in specific subjects. Skilled journeymen require skills and knowledge in mathematics, English, science, and technical subjects, at the general or advanced level.

To become an apprentice, you must be at least sixteen years old.

Depending on the trade, the apprenticeship period lasts between two and five years. The length of the in-college portion and/or the on-the-job portion may be reduced if you hold certain technical and/or academic credits from secondary school beyond the minimum entry requirements of the individual trades.

Cost of Taking an Apprenticeship Program
An apprentice is paid by the employer during the training period. The cost of the in-college terms may be paid by the federal government. However, apprentices may have to pay union dues and buy tools.

For your free copy of *Apprenticeship,* which outlines some of the more popular trades, contact the Ministry of Education at the address and telephone number given at the end of this section.

Colleges of Applied Arts and Technology (CAATs)
Ontario has 22 colleges, with more than 90 campuses in both large and small communities. Programs are offered in business, technology, applied arts, and health sciences.

Colleges offer programs lasting three years, two years, and one year or less. The OSSD is required for entrance to most three- and two-year programs and to some one-year programs. *Some college programs may also require credits in specific secondary school courses at the general or advanced level.* For instance, an engineering-technologist program may require Grade 12 chemistry or physics.

Admission to Colleges of Applied Arts and Technology
The following persons are eligible for admission:

- holders of, at least, an OSSD obtained at the end of Grade 12;
- mature students – those who will be nineteen years of age on or before the date of commencement of the program of instruction in which they plan to enrol.

Cost of Attending a College†
The annual tuition fee is $595 for two semesters, depending upon the program. Two semesters generally equal one academic year. The colleges were planned to be within commuting distance of the main population centres. Therefore, most colleges don't have residences.

Students who plan to live away from home while attending college should add the cost of board and lodging to their tuition fees in calculating the cost.

Universities
The Government of Ontario financially supports 15 universities, as well as Ryerson Polytechnical Institute and the Ontario College of Art. A broad range of programs is offered, including engineering, general arts and sciences, medical and other health sciences, mathematical and physical sciences, and social sciences, among others.

Some university programs last three years; honours or specialist programs last four years.

*"Journeyman" is the legislative term. In this document, it is used to refer to both women and men.

†The figures given for the cost of postsecondary education are approximations. If more precise figures are required, you should contact the institutions directly.

Admission to University
An average of 60 per cent in 6 OACs will be the *minimum* entrance requirement for universities. Under the present system, some Ontario universities also admit a few outstanding Grade 12 graduates each year. Contact the university you plan to attend for more details. Students interested in an honours degree or in a program leading to a profession will need better-than-average marks.

To enter professional programs such as law, medicine, dentistry, teaching, and library science, students require an undergraduate degree or related undergraduate study. Good marks are essential because there are often many more applicants than places for them.

Under the present system a preliminary year at university is available to highly qualified Grade 12 graduates who wish to complete one year of study in a university setting before starting the first year of a program.

Some universities admit students to certain programs in January as well as in September. January admission may be of special interest to students in a semestered secondary school.

Cost of Attending University
Annual fees (including tuition and incidentals) range from about $1300 to $1600 in arts and science, $1400 to $1600 in engineering, and $1600 to $2500 in medicine.

In estimating the cost of a year at university, students should also allow for residence or board and lodging fees as well as incidental expenses, such as books, personal needs, transportation, and entertainment.

For information on meeting the costs of postsecondary education, see "Financing an Education", page 17.

Other Postsecondary Institutions

Ryerson Polytechnical Institute
Ryerson offers 33 day-school programs in the area of arts, applied arts, business, community services, and technology. The length of these programs varies between three and five years. *Twenty-five of these programs lead to bachelor of applied arts, technology, or business management degrees, while the remainder lead to diplomas.*

For admission to most of Ryerson's diploma programs, students will require an OSSD with certain specific prerequisites. Many of the degree programs will require an OSSD and a minimum of 6 OACs. The tuition for a two-term academic year at Ryerson is roughly $1100.

The Ontario College of Art (OCA)
OCA awards its graduates a diploma after four years of study. The OCA diploma is widely recognized in the design and commercial-art worlds. *An interview is required for admission to OCA. Applicants must have an OSSD and are usually asked to submit samples of their artwork.* The tuition for a two-term academic year at OCA is approximately $1050.

The Royal Military College of Canada
The Royal Military College of Canada educates and trains officer cadets and commissioned officers for a career of effective service in the Canadian forces.

There are two plans of admission for those desiring to be Royal Military College officer cadets: the Regular Officer Training Plan (ROTP) and Reserve Entry Training Plan (RETP).

Under the ROTP, the full cost of attendance at the college is paid by the Department of National Defence; the entrant undertakes to serve at least four years after graduation in a regular component of the Canadian forces.

Under the RETP, the entrant pays a portion of the costs for tuition and room and board, and is granted a commission in the Reserve Forces upon graduation. In addition, Reserve Entry cadets obtain summer employment with the Canadian forces, for which they are paid. The cost for a two-term academic year under the RETP is approximately $1080. Admission requirements are outlined in *Horizons,* which can be obtained free of charge from the Ministry of Colleges and Universities at the address and telephone number given at the end of this section.

Registered Private Vocational Schools
Private vocational schools offer a variety of training courses, which may be taken either in school or by correspondence. These schools, supported by students' fees, must be registered under the Private Vocational Schools Act, 1974. Private vocational schools are listed in the publication *Registered Private Vocational Schools,* which can be obtained free of charge from the Ministry of Colleges and Universities at the address and telephone number given at the end of this section.

Specialized Programs Offered at Other Kinds of Postsecondary Institutions Across the Province
In addition to the Ontario Agricultural College at the University of Guelph, Ontario has five colleges of agricultural technology:

- Alfred College is a French-language school, 75 km east of Ottawa. It offers two-year programs in agricultural technology and food service management. The language of instruction is French.
- Centralia College is located just north of London and offers two-year diploma courses in agricultural business management, animal health technology, food service management, and consumer and community studies.
- Kemptville College, 50 km south of Ottawa, offers postsecondary courses leading to diplomas in agriculture, food, and home economics.
- New Liskeard College is located about 160 km north of North Bay. A two-year diploma in agriculture is offered in the areas of farming technology, equine technology, and agricultural technology.
- Ridgetown College is midway between London and Windsor and 32 km from Chatham. It offers three two-year programs in agricultural production and management, agricultural laboratory technology, and agricultural business and commerce.

The Niagara Parks Commission School of Horticulture at Niagara Falls offers practical knowledge and training in general horticulture, including botany, arboriculture, floriculture, and landscape art.

The Canadian Memorial Chiropractic College, Toronto, offers a four-year program leading to a diploma. For admission students must have two years of university with courses in biology, general and organic chemistry, psychology, and physics.

The Toronto Institute of Medical Technology offers two-year programs in diagnostic radiography, respiratory technology, cytotechnology, medical laboratory technology, and nuclear medicine technology. A one-year medical-laboratory-assistant program is also offered by the institute.

Other Training Programs
Students who wish to pursue a career in certain professions must contact the association or institute of their choice for information on admission requirements, fees, and programs. These professional associations include:

- the Association of Ontario Land Surveyors;
- the Canadian Institute of Traffic and Transportation;
- the Certified General Accountants' Association of Ontario;
- the Institute of Canadian Bankers;
- the Institute of Chartered Accountants of Ontario;
- the Institute of Chartered Secretaries and Administrators;
- the Life Underwriters' Association of Canada;
- the Real Estate Institute of Canada;
- the Society of Management Accountants of Ontario.

A specialized form of training is provided by the Transport Canada Training Institute in Cornwall. It prepares trainees for such aviation careers as air-traffic controller and radio operator. For detailed information about the application procedures and requirements, contact:

Transport Canada
Regional Staffing Officer
Personnel Branch
4900 Yonge Street, Suite 300
Willowdale, Ontario M2N 6A5
Telephone: (416) 224-3402

Flight attendants are usually trained by the major airlines.

The Canadian government is actively involved in personnel training in many areas such as national defence and the Canadian Coast Guard's Officers' Cadet Training under the federal Ministry of Transport. More information about careers in the armed forces or the Canadian Coast Guard may be obtained from the nearest recruiting office of the Canadian Armed Forces.

Further Information
Information on apprenticeship, colleges, unversities, or any of the other forms of postsecondary education described above is available from:

Ministry of Education
Research and Information Branch
Queen's Park
Mowat Block, 14th Floor
Toronto, Ontario M7A 1L2
Telephone: (416) 965-6407

Toll-free calling may be available from your area; look under Government-Ontario in your telephone book.

Financing an Education

Is Financial Assistance Available to Help Students Complete Secondary School?
Many companies, service clubs, veterans' groups, and other organizations offer awards or bursaries for students. Information on such awards is available from secondary school guidance counsellors.

How Do Students Meet the Costs of Postsecondary Education?
Financing an education after secondary school can pose a real problem for many students. Some students get help from parents; some work part time; some get loans and grants from the provincial government. Most students use summer-job savings to help pay their way or to supplement other assistance. *Secondary school students planning to attend college or university are well advised to start saving a few years ahead of time.*

For students going on to postsecondary education, possible sources of financial assistance include:

– *Ontario Student Assistance Program (OSAP).* This program is intended to help students who need financial assistance to further their education. Academic excellence is not a primary qualification. The amount of your award is based on a review of your family's financial situation. Your family is expected to contribute towards the costs of your education. Since OSAP is intended only to help you and your family meet your educational costs, the financial assistance you receive from OSAP may not offset your actual educational costs.

OSAP is composed of six plans. Students may apply for a non-repayable grant from the Ontario Study Grant Plan and for loans through the Canada Student Loans Plan and the Ontario Student Loans Plan. These loans are interest-free while students are enrolled as full-time students in a postsecondary institution. Repayment of the loans begins six months after students graduate or discontinue their studies. Part-time students may apply for assistance from the Part-Time Student Loans Plan (Canada Student Loans). The Ontario Special Bursary Plan is a component of OSAP that provides non-repayable bursaries for students in serious financial need. The Ontario Work-Study Plan is designed to help financially needy students by providing opportunities for part-time work during the school year. Only certain colleges and universities participate in this plan.
– *Scholarships.* Outstanding students are eligible for scholarships, which are based primarily on academic achievement. Financial need is not normally a factor. The Student Awards Office at a postsecondary institution can provide information on available scholarships.

Can Postsecondary Students Combine Work and School?
Many students are now alternating periods of work with periods of school. Many postsecondary students get summer jobs. Some work part time during the academic year. Some alternate work and study periods in co-operative programs. There are various arrangements to help the student who wishes to alternate work and study. For instance, at the University of Guelph students may begin their studies in September, January, or April. Carleton University, the University of Waterloo, and York University also admit students in January as well as September. An increasing number of universities are developing programs which permit part-time study towards a degree.

Further Information
For more details on financing your postsecondary education, contact:

Ministry of Colleges and Universities
Student Awards Branch
Queen's Park
Mowat Block, 8th Floor
Toronto, Ontario M7A 1L2
Telephone: (416) 965-5241

If you are calling from outside Metropolitan Toronto but within Ontario, you may call toll-free by dialing 1-800-268-3748. Calls from within area code 807 may be placed by dialing "0" (zero) and asking for Zenith 56670.

Further Information About Postsecondary Education

Parents and students should consult principals and guidance counsellors for further information and advice. Helpful publications include the calendars of individual postsecondary institutions and the publications listed in the section that follows.

Government Publications
The publications listed below are available free of charge from:

Ministry of Education/Ministry of Colleges and Universities
Research and Information Branch
Queen's Park
Mowat Block, 14th Floor
Toronto, Ontario M7A 1L2
Telephone: (416) 965-6407

Apprenticeship
A guide to apprenticeship programs in Ontario containing descriptions of regulated and non-regulated trades.

Registered Private Vocational Schools
A partial list of courses offered by registered private vocational or trade schools in Ontario.

Financial Assistance for Students
A bilingual folder outlining the grants, loans, bursaries, fellowships, and scholarships available for Ontario postsecondary students.

*Horizons**
A guide to postsecondary education in Ontario, including admission requirements, fees, courses offered, and other relevant information. (Also available in French under the title *Tour d'horizon.*)

Regional Schools for Nursing Assistants
A pamphlet describing the duties of a registered nursing assistant as well as the admission requirements and selection procedures for those who wish to enter the program in Ontario.

Other Publications
Some of the following publications will be available in secondary school guidance offices, public libraries, and at college and university admission offices and libraries. Specific sources are listed below.

Career Information: A Bibliography ($23.25)†
A book containing annotated listings of Canadian materials on a wide range of occupations. For information on availability, contact:

Guidance Centre
University of Toronto
Faculty of Education
10 Alcorn Avenue
Toronto, Ontario M4V 2Z8

Career Selector (free)
Contains data on over 150 careers (the nature of the work involved, training, qualifications, remuneration, etc.). Available from:

Ontario Women's Directorate
Queen's Park
Mowat Block, 4th Floor
Toronto, Ontario M7A 1C2

*Includes *Apprenticeship* and *Registered Private Vocational Schools*
†Prices subject to change

Careers Canada (free)
A series of booklets designed to help students in search of a career. Available from:

Canada Employment and Immigration Commission
Employment Support Services Branch
Place du Portage
Ottawa/Hull, Ontario K1A 0J9

Careers Ontario
A series of provincially oriented leaflets providing information on approximately 670 careers. See your guidance counsellor for copies or contact your local Canadian Employment Centre.

College and University Programs in Canada
Available for reference purposes in secondary school guidance offices, public libraries, and Canada Employment centres.

Directory of Canadian Universities ($11 prepaid)†
Contains basic information on 71 Canadian universities and their affiliated colleges, a listing of research institutes, and a comprehensive table of university programs.
Available from:

Association of Universities and Colleges of Canada
151 Slater Street
Ottawa, Ontario K1P 5N1

Occupational Information Monographs and Checklists
This checklist of leaflets on some 200 careers is free.
Individual leaflets cost $1.50; the complete set costs $100.†
Available from:

Guidance Centre
University of Toronto
Faculty of Education
10 Alcorn Avenue
Toronto, Ontario M4V 2Z8

Spectrum ($5.75)†
Basic information on colleges, universities, and post-secondary institutions in Ontario. Available from:

Guidance Centre
University of Toronto
Faculty of Education
10 Alcorn Avenue
Toronto, Ontario M4V 2Z8

Student Guidance Information Service (SGIS)
This service provides information on over 1000 occupations and their educational requirements and on approximately 200 postsecondary institutions and their programs. Ask your guidance counsellor or teacher about this service, which is available to all Grade 7 to Grade 13 students.

†Prices subject to change

Student Activity: Check Your Career-Planning Knowledge

The following quiz is designed to help you check your knowledge of career planning and provide opportunities for discussion. The answers to the questions in part A can be found on page 23.

A. Questions and Answers

1. Circle the correct answer (T = True; F = False):

1. A person's job(s) may have a great influence on his or her way of life. T F
2. Many occupations require a university degree. T F
3. Grade 8 is too soon for students to think about their future occupation(s). T F
4. Apprentices are paid while they learn. T F
5. Many women work outside the home after marriage. T F
6. Once people have completed their formal education, they seldom go back to school. T F
7. Women are now working at many jobs that were once held only by men. T F
8. There is only one "right job" for you in terms of your ability. T F
9. Entering an occupation is the only way you can find out whether you would like working in that field. T F
10. People have the ability to do well in many different jobs if they set their minds to it. T F
11. In the future there will be more jobs for unskilled workers. T F
12. The best way to find out about a career is to talk to your friends. T F

B. What Should These Students Do?
For each case below, consider the answers to the following questions:

1. How is the person doing in school so far? (achievement)
2. What kinds of things does this person like to do? (interests)
3. What skills does this person have now? (abilities)
4. What are some realistic career alternatives for this person? (career goals)
5. What would be an appropriate postsecondary alternative?
6. Name 3 subjects this person should include in his or her secondary school program. Write them in your notebook.

Francine is doing well in school, especially in mathematics and music. She is seriously thinking of studying electronics technology at college when she finishes secondary school. For Christmas she was given a microcomputer and has done some simple programming with it. Her best friend thinks it would be better to opt for training as a word-processing operator and avoid the years of study that Francine's choice would involve.

Tony has shown some exceptional aptitudes (his teachers have all noted that he is very articulate and "has a way" with words), and he has had very high marks throughout elementary school. Yet, now that he is about to begin secondary school, Tony seems bored and shows more interest in girls and in his part-time job at a gas station than in his studies. Tony has no idea of what he would like to do and doesn't know what subjects he should take next year.

Maya lives with her mother. Her older brother is an apprentice electrician and also lives at home. Maya is doing well in school and has a job as a waitress on weekends. For some time she has been dreaming of going to university to major in psychology or sociology but feels that she would not be able to cope with the costs involved.

Shane finds academic subjects difficult, especially mathematics and English. He reads only the books that are required reading and hurries through them so that he can get back to one of his many private projects. He has enjoyed making things from an early age, and he likes working with his hands. Shane repeated Grade 5 and finds Grade 8 quite difficult. He thinks that he will probably quit school when he turns sixteen.

Gupreet has been physically disabled since he was in an automobile accident several years ago. He is in a wheelchair but has full use of his hands and upper body. His best marks are in history, geography, and French. Gupreet would like to go as far as he can in school.

Loni is an average student who particularly enjoys shop classes. Some friends and Loni's parents advise her against becoming a machinist, an occupation Loni would like to pursue. They feel that future trends, especially growing automation, will result in a lower demand for this occupation.

C. What Do These Letters Mean?

OCA _____

OSAP _____

CAAT _____

ROTP _____

D. Looking Ahead
1. List five occupations that may be in demand when you leave school.
2. What are some of the new developments that may take place in the years ahead that will provide new or different occupations? (SGIS can help you.)
3. As Canada enters the information age, what changes are likely to alter your career planning?
4. List the ways in which computers are changing the way business is done.
5. What expectations of employers will you have to consider when you look for your first job?
6. Is it reasonable to ask a student in Grade 8 to plan his or her future?
7. How can a parent assist a student in Grade 8 to plan his or her future?
8. What evidence is there already to indicate a shorter work week?
9. If indeed we have more leisure time, how might you spend it?

E. Debate: Get the Facts, Gather Your Wits, Take a Stand

1. *Resolved:* That a student should receive enough skill training in secondary school to enable him or her to get a job (even if the student is planning postsecondary education).
2. *Resolved:* That girls and boys who have the required training should be able to enter any occupation, even some that have been traditionally associated only with males or only with females (e.g., plumber, bulldozer operator, dietician, etc.).
3. *Resolved:* That students should select a foreign language as part of their secondary school program.
4. *Resolved:* That one has to make a great deal of money in order to get maximum enjoyment out of life.

F. You're on Your Own

1. List information you need and check with SGIS.
2. Read a book from the library or guidance office related to one of your career interests.
3. Interview a worker (parent, relative, neighbour). Here are some questions that you may want to ask:

- How did you happen to choose your occupation?
- What training do you have?
- What do you enjoy most about your job?
- What particular skills are needed?
- Does your job involve heavy or light work? Is it mainly indoor or outdoor work? What are the working conditions like?
- Did you plan to enter your particular field of work, or was it just a chance happening?
- If you had the chance to choose an occupation again, would you do anything differently?
- What advice would you give a young person about planning a career?

2. Check your answer:

1. TRUE. People's jobs may influence where they live, with whom they associate, and what they do for recreation.

2. FALSE. The employment trend presently indicates that approximately one-quarter of all job openings will require university training. You should consider your goals very carefully.

3. FALSE. It is wise for students to do some preliminary exploring of occupations. Investigating some of the occupations you have dreamed of doing might be a start. Being aware of the many occupational choices available can be helpful.

4. TRUE. Apprentices are paid a percentage of current journeyman's wages. This is a reversal of the usual arrangement in which you pay for your own training.

5. TRUE. Many women continue to work after marriage; also, many return to the work force after child-bearing. Today, women make up aproximately 43 per cent of the work force.

6. FALSE. The average person will change jobs at least six times during his or her lifetime. Frequently a change in jobs will require new skills and/or a need for additional training. Planning in advance will certainly help but it is important to be ready for change.

7. TRUE. Women workers today have much greater freedom of choice than in the past.

8. FALSE. Your abilities may qualify you for several jobs which may or may not be similar. In addition, it is more the rule than the exception that your interests will change during your lifetime, resulting in different preferences in work.

9. FALSE. There are a number of ways of determining whether you would like a particular occupation: reading articles and books on careers, talking with people in the occupation, and actually working on the job.

10. TRUE. Desire, ambition, and hard work help many people achieve their goals. However, it should be noted that many jobs demand a mastery of specific skills that must be acquired or physical attributes that must be possessed.

11. FALSE. The skill requirements for jobs are rising each year; as a result, your chances of success are far better if you have a needed vocational skill, which may be acquired through apprenticeship, other forms of on-the-job training, or study at a college, university, or private vocational school.

12. FALSE. If you get a chance, talk to a person who is employed in an occupation of interest to you and find out about the training required. You should also explore other occupations that are similar to those in which you are interested.

Notes

The Honourable Sean Conway, Minister of Education
Bernard J. Shapiro, Deputy Minister of Education

The Honourable Gregory Sorbara, Minister of
Colleges and Universities
Alan K. Adlington, Deputy Minister of
Colleges and Universities

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